21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM

ANNUAL PERFORMANCE REPORT

U.S. DEPARTMENT OF EDUCATION



U.S. Department of Education OMB No. 1890-0004 **GRANT PERFORMANCE REPORT** Exp. Date: 05/30/03

COVER SHEET

	ance Reporting Period 2002 - May 31, 2003
2. PR/Award No. (Block 5 on Grant Award Notification)	3. Project Title
4. Recipient Information	5. Contact Information
Name: Address: City: State:	Name: Title: Address:
Zip+4:	Tel. #: Fax #:
6. Cumulative Expenditures Federal: \$ Non-Federal: \$	7. Annual Certification(s) of IRB approval Not Applicable
	elief, all data in this performance report are see and correct.

8. Authorized Representa To the best of my know Name (Typed or printed) E-mail Address Telephone Number Fax Number Date Signature

Instructions

Section I: Grant-Level Data	I-1
Section II: Center-Level Data	II-1
Section III: Achievement Data	III-1
Appendix A: 21st CCLC Program Performance Indicators	
Appendix B: Surveys	

This set of forms is your annual performance report for the 21st Century Community Learning Center grant. The two purposes of the Annual Performance Report (APR) are to (1) demonstrate that substantial progress has been made toward meeting the objectives of the project as outlined in your grant application, and (2) collect data that addresses the performance indicators for the 21st Century Community Learning Centers program. A copy of the 21st Century Community Learning Centers performance indicators, which were developed as required by the Government Performance and Results Act of 1993, is provided in Appendix A. *Annual submission of the Annual Performance Report (APR) is a requirement of your grant.*

Two types of data are collected in the APR: **descriptive data** and **achievement data**. The sections of the APR that include descriptive data (Sections I & II) will be due to the Department approximately two months before the anniversary date of the grant, usually in April. The section of the APR containing achievement data (Section III) must be submitted by all grantees in October.

Administration of the teacher surveys is a required element of the APR (see Section 3.9). Teacher surveys must be administered toward the end of the school year. *Teacher selection:* For every student you have identified as a **regular attendee (participated 30 days or more)**, select one of his or her regular school day teachers to complete the teacher survey. For elementary school students, the teacher should be the regular classroom teacher. For middle and high school students, a Mathematics **or** English teacher should be surveyed. Although you may include in your sample teachers who are also serving as 21st CCLC program staff, it is preferable to survey teachers who are not also program staff. There should be one teacher survey filled out for every student identified as a regular attendee.

The reporting period for your annual performance report coincides with the school year and includes the summer prior to the school year. For example, the performance report due in May 2003 covered the reporting period beginning in June 2002 and continued through most of the 2002-2003 school year.

Please read through all the forms before you answer any of the questions. This will give you a better understanding of exactly what information is being requested from you. Feel free to add pages to any narrative section of the report as needed, but please do not change the formatting of any of the tables.

Please complete the ED Form 524-B (included) with each report submission. Please submit 2 hard copies of your APR. Your APR should be sent to:

U.S. Department of Education
21st Century Community Learning Centers Program
Attention: _____(your program officer and room number)
400 Maryland Ave, SW
Washington, D.C. 20202-6175

List of Program Officers:

Steve Balkcom, 202-260-2737, (Arkansas, Louisiana, New Mexico, Oklahoma, Texas), Rm. 5W257, Stephen.Balkcom@ed.gov

Ross Byington, 202-260-1519, (North Dakota, South Dakota, Colorado, Kansas, Nebraska, Missouri, Wyoming, BIA), Rm. 5W259, Ross.Byington@ed.gov

Amanda Clyburn, 202-260-3804, (Arizona, Utah, Nevada), Rm. 5W256, Amanda.Clyburn@ed.gov

Peter Eldridge, 202-260-2514, (Delaware, New Jersey, Pennsylvania, Iowa, Illinois, Indiana, Kentucky, Michigan, Minnesota, Ohio, Wisconsin), Rm. 5W254, Peter.Eldridge@ed.gov

Alexis Fisher, 202 401 0281, (Alaska, Idaho, Montana, Oregon, Washington), Rm. W234, Alexis.Fisher@ed.gov

Julie Flores, 202-401-0299, (California, Hawaii, Pacific Islands), Rm. 5W232, Julie.Flores@ed.gov

Emily McAdams, 202-260-8753, (Alabama, Georgia, Mississippi, Puerto Rico, Florida, North Carolina, South Carolina), Rm. 5W252, Emily.Mcadams@ed.gov

Joy Pace Medley, 202-260-3729, (Maryland, Virginia, West Virginia, Tennessee, District of Columbia), Rm. 5C137, Joy.Medley@ed.gov

Nancy Weaver, 202 708 5772, (Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, Vermont), Rm. 5W240, Nancy.Weaver@ed.gov

For a list of frequently asked questions and answers about the APR, please visit http://www.ed.gov/21stcclc/aprfaqs.html

Paperwork Reduction Act Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1875-0177** and will expire on **05/30/2003**. The time required to complete these forms is estimated to average 30.25 hours, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651.

If you have any comments or concerns regarding the status of your individual submission of this form, write directly to: Carol J. Mitchell, Office of Elementary and Secondary Education (OESE), U.S. Department of Education, Federal Office Building 6, 400 Maryland Avenue, SW, Room 5C130, Washington, DC 20202.

Definitions

Activities: Events or undertakings at the Center that involve one or more program participants.

<u>Adult Attendees</u>: Any individual attending the program at any point during the reporting year who is 19 or older and is NOT in elementary, middle, or high school.

21st CCLC: 21st Century Community Learning Centers.

Center: The after-school program located at the host school. Many grantees have more than one center.

<u>Community Collaborations</u>: Any form of alliance or cooperation between the community and the after-school program.

<u>Grantee</u>: The establishment that was awarded the grant; all grantees have grant numbers in the form R287XXXXX or S287XXXXX. A grantee may have one or several centers.

<u>Host School</u>: The school where the after-school Center is located.

LEP Student: Limited English Proficiency student.

<u>Regular Attendee</u>: Refers to students that have attended the after-school program for at least 30 days (which do not have to be consecutive) during the reporting year.

Reporting Period: The reporting period for your annual performance report coincides with the school year and includes the summer prior to the school year. For example, the performance report due in May 2003 covers the reporting period beginning in June 2003 and continues through May 2003.

Student Attendee: Any individual attending the program at any point during the reporting year who is also an elementary, middle, or high school student.

<u>Teacher Surveys</u>: This survey is administered at the end of the year. The survey asks school-day teachers to report whether regular attendees' behavior improved or did not improve in certain areas. *Teacher selection:* For every student you have identified as a **regular attendee** (30 days or more), select one of his or her regular school day teachers to complete the teacher survey. For elementary school students, the teacher should be the regular classroom teacher. For middle and high school students, a Mathematics or English teacher should be surveyed. Although you may include in your sample teachers who are also serving as 21st CCLC program staff, it is preferable to survey teachers who are not also program staff. There should be one teacher survey filled out for every student identified as a regular attendee.

ANNUAL PERFORMANCE REPORT

SECTION I GRANT-LEVEL DATA

Program Objectives

1.1 Please list your original program goals in the table below. You may extend this table onto another page as needed.

Program Objectives (as listed in proposal) List your original program objectives as stated in your grant proposal.	Status of Objective Describe whether you have met the stated objective, progressed toward the objective, revised the objective, or dropped the objective entirely.	Changes / Comments Describe any changes made to your original objectives. If no changes have been made, comment on progress toward your objective.
Example: Reduce rates of juvenile crime in the community	Example: Met objective	Example: Juvenile crime has dropped 25 percent since the start of the 21 st Century program, according to data from the local police department.

1.2: Project Goals, Focus, and Status

Please provide a general summary of the current status of your program, including the extent to which you have implemented all planned program activities and components. If a planned activity was not conducted as scheduled, explain why. Briefly describe key accomplishments and challenges. Include any information about your program's impact on students or the community. For example, you may want to focus on how your program has changed student and/or parent perspectives and how it has been a positive influence on the lives of community members. You may also wish to identify any problems that may have, in any way, hampered the success of your program. (Include additional pages as necessary.)

1.3: Lessons Learned and Planned Adjustments

1.20 What leasens have very learned short very major of from the data calls and for the
1.3a What lessons have you learned about your project from the data collected for this report?
1.3h Describe the adjustments if any that you plan to make to your project based on the information
1.3b Describe the adjustments, if any, that you plan to make to your project, based on the information
collected for this report.
1.20 Places list any other project changes you plan to make this year
1.3c Please list any other project changes you plan to make this year.

1.4: Budget

Complete the following budget table for your program's current grant year. For most projects, this is June through May.

Budget Category	Original Budget (from grant application)	Revised Budget (this year's funding plus any carryover from previous year)	Anticipated Expenditure (as of end of budget period)	Anticipated Carryover (as of end of budget period) (Col. B – Col. C)
1. Personnel	 	ļ		
2. Fringe Benefits				
3. Travel		İ		
4. Equipment		İ		
5. Supplies		ļ		
6. Contractual				
7. Construction				
8. Other				
9. Total Direct Costs (lines 1-8)				
10. Indirect Costs				
11. Training Stipends				
12. Total Costs	L	ditura Louti cinated communicati		

In each row, revised budget = anticipated expenditure + anticipated carryover.

Please give a narrative explanation for anticipated carryover amount and your plans for expending it.

Community Collaboration

1.5 Use this table to describe **active** collaborations between your program and community organizations (for example, 4H, churches, YMCA, local businesses, universities, libraries, museums). Please indicate the name or type of organization, the numerical code for the organization, the primary contribution of the organization to the program, and the estimated value of the contribution. You may extend this table onto the next page as needed.

Organization (Name of all organizations with whom you collaborate.)	Please code the type of organization from the list below: (1) National Organizations (e.g., Boys & Girls Clubs, YMCA/ YWCA, Big Brothers/Big Sisters) (2) Community-Based Organizations (3) Libraries or Museums (4) Businesses (5) County or Municipal Agencies (e.g., police, Parks and Recreation, Health and Social Services (6) Colleges or Universities (7) Faith-Based Organizations (8) Hospitals/Clinics/Health Providers	Primary Contribution (1) Set Goals and Objectives (2) Raise Funds (3) Provide Services/Goods (meals, nurse, advertising) (4) Provide Volunteer Staffing (5) Provide Paid Staffing (6) Provide In-Kind Donations (7) Share Techniques for Conducting Activities (8) Other (specify)	Estimated Monetary Value of Contribution

ANNUAL PERFORMANCE REPORT

SECTION II CENTER-LEVEL DATA

(Each CENTER must complete and submit this section)

Characteristics of 21st CCLC Center

2.1	Which Center	location are you reporting on?		
		location are you reporting on?	(school name)	
2.2	Were any of the following components running prior to receiving 21 st CCLC funds for this Center? Please check all that apply.			
	☐ After-scho	ol		
	☐ Summer			
	_	cify):		
	— Other (spec	eny).	-	
2.3		the start and end dates (Month/Day/Yets during this reporting period.	ar) for each component above so	erving 21 st
	After-school:	Start date:	End date:	
	Summer:	Start date:		
	Other:	Start date:		
b.	• •	aid and unpaid) staff members work wactivities in the after-school program?	ith students	-
2.5	who work wit	elow, enter EITHER the number OR the students <i>on academic activities</i> . Ple enter percentages, please check that the	ase include all staff members co	~ .
Гуре	of Staff Memb	er	Number of Staff	% of Staff
Schoo	l-day teachers (whether in host school or other school	; include	
	and substitute	teachers)		
	ge students			
	school students			
Parent				
	development v			
		mbers (e.g., business mentors, senior of	citizens)	
7+12-04	(anagifu).			1

Characteristics of Host Schools

2.5 What grade levels does the host school serve? *Mark all that apply*.

Grades S	Served
----------	--------

Pre-K	О
K	O
1	O
2	O
3	O
4	O
5	O
6	O
7	O
8	O
9	O
10	O
11	O
12	O

2.7 Enter the total number of days that the **host school** was open during the 2002-2003 school year (for example, 180). Do not include summer school.

Center Participation

2.8 How many individuals were served at this Center, by age and by time of year? This does not include adults who work/volunteer at the Center.

Enter the number of adults (19 and older) and K-12 students who attended the Center for each time period indicated. If your Center keeps an attendance list for each activity and people can attend more than one activity, please count them only one time.

- Row 1: Indicate the number of participants who attended during the academic year.
- Row 2: Indicate the number of participants who attended during the summer.
- Row 3 Indicate the number of participants who attended during **both** the academic year and the summer.
- Row 4: Add the first two rows together, then **subtract** the third row. This should result in the total number (unduplicated) of people the Center served in the grant year.

Example

What is the total number of	Number of adult attendees (19 or older)	Number of student attendees
1. Individuals served during the past academic year	100	350
2. Individuals served during the past summer	40	150
3. Individuals served during both the past academic year AND summer	20	100
4. Individuals served in the grant year	120	400

Use the table below for your report.

What is the total number of	Number of adult attendees (19 or older)	Number of student attendees
1. Individuals served during the past academic		
year		
2. Individuals served during the past summer		
3. Individuals served during both the past academic year AND summer		
4. Individuals served in the grant year*		

*Note: As a check on the accuracy of your figures in each column, if you add the first two rows together and then subtract the third row, you should get the total number (unduplicated) of people served in the grant year (row 4). The numbers in the above table are strictly for illustration.

2.9	Enter the total number of days that the Center operated during the 2002-2003 school year.
2.10	Does the Center offer services during school hours when school is not in session? For example, does it offer services on holidays, when school is closed due to inclement weather, and on inservice days? This question does not apply to services offered on weekends or during the summer.
	□ Yes
	\square No

School Year: Hours of Operation

2.11 In a typical week, what hours is the Center open?

This table is similar to a checklist. Please place a "1" in the boxes corresponding to the hours that your Center is typically open each day of the week during the school year. Remember to total the hours for each row and each column (corresponding to the days of the week).

Please place a "1" in boxes when the Center is OPEN for that entire hour. Use "0.75" to indicate a 45-minute period, "0.5" for a 30-minute period, and "0.25" for a 15-minute period.

	Mon	TUES	WED	THURS	Fri	SAT	SUN	TOTAL
6 то 7 а.м.								
7 TO 8 A.M.								
8 TO 9 A.M.								
9 то 10 а.м.								
10 то 11 а.м.								
11 а.м. то 12 р.м.								
12 TO 1 P.M.								
1 TO 2 P.M.								
2 TO 3 P.M.								
3 TO 4 P.M.								
4 TO 5 P.M.								
5 то 6 р.м.								
6 то 7 р.м.								
7 то 8 р.м.					_			
8 TO 9 P.M.								
LATER THAN 9 P.M.								
TOTAL								

2.12	Did the Center offer services during the summer of 2002?
	□ Yes
	\square No \rightarrow IF NO, PLEASE GO TO 2.15 (Student Characteristics)
2.13	Enter the total number of days that the Center operated during the summer of 2002.

Summer: Hours of Operation

2.14 Please fill in the number of hours the Center was open in a typical week during the summer. (Exclude hours the Center was open only during the school year.)

Please place a "1" in boxes when the Center is OPEN for that entire hour during the summer. Use"0.75" to indicate a 45-minute period, "0.50" for a 30-minute period and "0.25" for a 15-minute period.

	Mon	TUES	WED	THURS	Fri	SAT	Sun	TOTAL
6 TO 7 A.M.								
7 TO 8 A.M.								
8 TO 9 A.M.								
9 то 10 а.м.								
10 то 11 а.м.								
11 A.M. TO 12 P.M.								
12 TO 1 P.M.								
1 TO 2 P.M.								
2 TO 3 P.M.								
3 то 4 р.м.								
4 TO 5 P.M.								
5 TO 6 P.M.								
6 то 7 р.м.								
7 то 8 р.м.								
8 то 9 р.м.								
LATER THAN 9 P.M.								
TOTAL								

Student Characteristics

2.15 What are the characteristics of students who were served by your program in the current academic year?

Record the number of students in each of the listed categories for the host school for your Center and for those students who attended your program during the academic year and any summer sessions. You may record a duplicated count in this table (that is, the same students may be counted in more than one category). For example, a Special Education student may also be eligible for free or reduced price lunch, and a biracial student may be listed both as White and Asian.

The host school is where your 21st CCLC Center is located. Use the school's classification to identify LEP (Limited English Proficient) and Special Education students.

What is the total number of	Students in host school	Student attendees in Center
All students (total)		
White		
Black or African American		
Asian		
Native Hawaiian or Other Pacific Islander		
American Indian or Alaska Native		
Hispanic or Latino		
Students who are considered Special Education		
Students who are considered LEP (Limited English		
Proficient)		
Students who are eligible for free or reduced price lunch		
Students who are new to the school		

Regular Attendees

2.16 Please record (a) the total number of student attendees who attended the program fewer than 30 days during the program year (including summer) and (b) the number who attended 30 or more days during the program year (including summer). Any student who attended 30 days or more during the program year (including summer) is a "regular attendee."

What is the number of student attendees who	Number of student attendees
a) Attended fewer than 30 days in current program year	
b) Attended 30 days or more in the current program year	
TOTAL	

Activities

2.18 Please complete the tables on the following pages using the instructions below. The information in these tables is intended to describe the activities and services provided by your Center. For the activities or services offered, you will first be asked for the number of activities in each category. The rest of the questions in the tables require you to select <u>one typical</u> activity or service in that category and give characteristics for that activity or service only.

Complete table 2.18a for activities that take place during the regular school year. Complete table 2.18b for activities that take place during the summer.

Categories for Activities (or Services) – For each activity (or service) you provide, select one of the following categories that describe the primary focus of the activity (or service): (1) Homework Help/Tutoring, (2) Reading or Literacy, (3) Mathematics, (4) Science, (5) Art, Music, Dance, Theater, (6) Sports or Competitive Games, (7) Technology, Video or Media, (8) Community Service, (9) Cultural Activities, Social Studies, (10) Health, Nutrition, (11) Youth Development (for example, mediation, communications), and (12) Services for Adults.

Number of Activities – Report the total number of activities offered within the predefined categories.

Time Activity Offered – For table 2.18a, for each activity or service you provide, select one of the following options for the typical activity: After-school (A), Before School (B), Weekend (W), or Other (O). For table 2.18b, only include activities that were offered during the summer.

Staffing Level – For each category of service, select one of the following options describing the average teacher/supervisor to attendee ratio in the typical activity in that category: One-on-one or 1:1 (O), Small group of 1:2-7 (S), Medium group of 1:8-20 (M), or Large group of 1:more than 20 (L).

Staffing Type – For each category of service, select one of the following options describing the composition of the staff conducting the typical activity: Paraprofessional (P), Adult volunteer (V), Teacher (T), College student C), Other student (S), or Other (O). A paraprofessional is a person who has received some training in teaching or counseling and assists other staff in an activity. College students include both undergraduate and graduate students. "Other students" include student volunteers and student aides not in college.

Grade Levels Served – For each category of service, select any or all of the following options that apply, describing what age attendees may participate in the typical activity in that category: PreK, K-5, 6-8, 9-12, Adult (A), or Other (O). You may select "Other" if the grade distributions in your district do not match those provided.

Average Daily Attendance – Provide an average for each category. For example, if you have 5 reading activities, you will fill in the reading category in such a way that it provides a snapshot of the typical reading activity. Take an average of all five reading activities to give a picture of the average daily attendance..

Hours per Week – Indicate the average number of hours per week that the typical activity in each category is offered.

Days per Week – Indicate the average number of days per week that the typical activity in each category is offered.

2.18a Please describe the services and activities funded during the **school year** by your 21st CCLC grant.

		Descrip	Participation in Activity or Service					
Activity or Service	Number of Activities	Times Activities Offered	Staffing Level	Staffing Type	Grade Levels Served	Average Daily Attendance	How Many Hours per Week Offered?	How Many Days per Week Offered?
If you do not offer any activities in a category, enter "0" for Number of Activities and go to the next category.	How many activities are offered in this category?	After-school (A), Before School (B), Weekend (W), and/or Other (O). (Choose one)	One-on-one or 1:1 (O), Small group of 1:2-7 (S), Medium group of 1:8-20 (M), and/or Large group of 1:21 or more (L). (Choose one)	Paraprofessional (P), Adult volunteer (V), Teacher (T), College student (C), Other student (S), and/or Other (O). (Choose one)	PreK, K-5, 6-8, 9-12, Adult (A), or Other (O). (Choose all that apply)			
(1) Homework Help/Tutoring								
(2) Reading/Literacy								
(3) Mathematics								
(4) Science								
(5) Art, Music, Dance, Theater								
(6) Sports/Competitive Games								
(7) Technology, Video, Media								
(8) Community Service								
(9) Cultural Activities/Social Studies								
(10) Health/Nutrition								
(11) Youth Development (e.g., mediation, communications)								
(12) Services for Adults								

2.18b Please describe the services and activities funded during the **summer** by your 21st CCLC grant.

		Descrip	Participation in Activity or Service					
Activity or Service	Number of Activities	Times Activities Offered	Staffing Level	Staffing Type	Grade Levels Served	Average Daily Attendance	How Many Hours per Week Offered?	How Many Days per Week Offered?
If you do not offer any activities in a category, enter "0" for Number of Activities and go to the next category.	How many activities are offered in this category?	Summer (S)	One-on-one or 1:1 (O), Small group of 1:2-7 (S), Medium group of 1:8-20 (M), and/or Large group of 1:21 or more (L). (Choose one)	Paraprofessional (P), Adult volunteer (V), Teacher (T), College student (C), Other student (S), and/or Other (O). (Choose one)	PreK, K-5, 6-8, 9-12, Adult (A), or Other (O). (Choose all that apply)			
(1) Homework Help/Tutoring		S	,	,				
(2) Reading/Literacy		S						
(3) Mathematics		S						
(4) Science		S						
(5) Art, Music, Dance, Theater		S						
(6) Sports/Competitive Games		S						
(7) Technology, Video, Media		S						
(8) Community Service		S						
(9) Cultural Activities/Social Studies		S						
(10) Health/Nutrition		S						
(11) Youth Development (e.g., mediation, communications)		S						
(12) Services for Adults		S						

Linkages to School Day

2.19 This table describes possible linkages between your Center's program and the host school. Indicate (by checking the appropriate boxes) which individuals from the regular school faculty/staff contribute to the program in the ways indicated in the first column.

For example, the school's principal and teachers may significantly help you set goals and objectives for the after-school program (if so, both of these boxes would be checked). Alternatively, they may not be substantially involved in any of the ways suggested (if so, their box in the last row and no other row would be checked).

Please check all boxes that apply.

Roles/Contribution to after- school program	Principal	School-day Teachers	Guidance Counselors	Office Staff	Custodian
Set goals and objectives					
Recruit/refer students					
Communicate school-day curricula to Center staff					
Provide feedback on students					
Share instructional practices					
Work in after-school program					
Promote access to facilities, provide resources or assistance					
Not substantively involved					

21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM

ANNUAL PERFORMANCE REPORT

U.S. DEPARTMENT OF EDUCATION



U.S. Department of Education OMB No. 1890-0004 GRANT PERFORMANCE REPORT Exp. Date: 05/30/03

COVER SHEET

1.	Perfo	rma	nce R	≀ep	orti	ng P	eriod	
	June	1,	2002	-	May	31,	2003	

2. PR/Award No. (Block 5 on	3. Project Title
Grant Award Notification)	J. Floject litte
4. Recipient Information	5. Contact Information
Name:	Name:
Address:	Title:
	Address:
City: State:	
Zip+4:	Tel. #: Fax #:
	E-mail Address:
6. Cumulative Expenditures	7. Annual Certification(s) of IRB approval
Federal: \$	
	Not Applicable
Non-Federal: \$	
8. Authorized Representative Informat	ion
To the best of my knowledge and beli	lef, all data in this performance report are
	and correct.
Name (Typed or printed)	E-mail Address
Telephone Number	Fax Number
-	
Signature	Date

ANNUAL PERFORMANCE REPORT

SECTION III ACHIEVEMENT DATA October 2003

- Complete one set of forms for each Center.
- Report data only for regular attendees.
- Complete the cover page and submit it with the achievement data from all of your Centers in one report.
- Mail 2 copies to:

U.S. Department of Education
21st Century Community Learning Centers Program
Attention: _____ (your program officer and room number)
400 Maryland Ave., SW
Washington, D.C. 20202-6175

List of Program Officers:

Steve Balkcom (AR, LA, NM, OK, TX) Rm. 5W257 Stephen.Balkcom@ed.gov Ross Byington (ND, SD, CO, KS, NE, MO, WY, BIA) Rm. 5W259 Ross.Byington@ed.gov Amanda Clyburn (AZ, UT, NV) Rm. 5W256 Amanda.Clyburn@ed.gov Peter Eldridge (DE, NJ, PA, IA, IL, IN, KY, MI, MN, OH, WI) Rm. 5w254 Peter.Eldridge@ed.gov Julie Flores (CA, HI, Pacific Islands) Rm. 5W232 Julie.Flores@ed.gov Emily McAdams (AL, GA, MS, PR, FL, NC, SC) Rm. 5W252 Emily.Mcadams@ed.gov Joy Pace Medley (MD, VA, WV, TN, DC) Rm. 5C137 Joy.Medley@ed.gov Alexis Fisher (AK, ID, MT, OR, WA) Rm. 5W234 Alexis.Fisher@ed.gov Nancy Weaver (CT, ME, MA, NH, NY, RI, VT) Rm. 5W240 Nancy.Weaver@ed.gov

3.1 Academic achievement: Program success stories and problems

In the space provided below, you may describe academic success stories or problems from your 21st Century Community Learning Centers (CCLC) program within the past year (June 1, 2002 – May 31, 2003).

Host School

3.2 Grade levels

What grade levels does the host school serve? *Mark all that apply*.

G	Grades Served				
Pre-K	0				
K	O				
1	O				
2	O				
3	O				
4	O				
5	O				
6	O				
7	O				
8	O				
9	O				
10	O				
11	O				
12	O				
3.3 Name of host school					
Which Ce	enter location are you reporting on?				

3

Which Center location are you reporting on?		
• 1	(school name)	

3.4 Regular attendees (The number of regular attendees should match the number from the spring APR. If it doesn't, please explain below.)

H	ow many regu	lar attende	es are at this	Center?	

Sampling 3.5

If your Center has **200** or fewer regular attendees, report information for all of these students. If your Center has more than 200 regular attendees, we strongly recommend that you randomly select 200 students to include in your APR. One method of random sampling is to select every nth student from an alphabetical list of regular attendees until you have a sample of 200 students. For example, if you have 600 regular attendees, select every 3rd student (600 divided by 200 = 3).

Did you sample students for reporting purposes? O Yes O No

3.6 Grades

3.6a Grades

Using Questions 3.6b and 3.6c below, record the number of **regular attendees** (see 3.4) whose math and English/language arts grades have remained the same, improved by half a grade or more, or dropped by half a grade or more between fall 2002 and spring 2003.

If you are using a 100-point scale, a half-grade change is a decrease or increase of 5 points. If you are using an A-F scale, a half-grade change is any decrease or increase in the letter grade; for example, A to A- is a decrease and C+ to B- is an increase. If you are using an E-S-U (Excellent-Satisfactory-Unsatisfactory) scale, a half-grade change is a decrease or increase from one letter grade to another; for example, S to E is an increase, S to U is a decrease.

(i) Are there any regular attendees who were not in school at the end of fall 2002	
and the end of spring of 2003 and thus do not have grades for comparison?	O Yes
(If "yes," please do not include these attendees in the table below.)	O No
(ii) Are there any regular attendees who have EITHER a math or an English grade,	O Yes
but not BOTH?	O No
(For those students, report the grade that they do have.)	

3.6b Math Grades

Between the end of fall 2002 and the end of spring 2003, how many regular attendees	Number of regular attendees
Increased their math grade by half a grade or more	(a)
Decreased their math grade by half a grade or more	(b)
Neither increased nor decreased their math grade	(c)
Total (Math)	(d)

3.6c Reading/English/Language Arts Grades

Between the end of fall 2002 and the end of spring 2003, how many regular attendees	Number of regular attendees
Increased their reading/English/language arts grade by half a grade or more	(e)
Decreased their reading/English/language arts grade by half a grade or more	(f)
Neither increased nor decreased their reading/English/language arts grade	(g)
Total (Reading/English/Language Arts)	(h)

As a check:

Both (d) and (h) should be equal to the total number of regular attendees, unless you checked "Yes" in (i) and/or (ii) above.

3.7 Achievement tests

If no state or district test is in place, we do not expect you to administer your own test, and we do NOT expect you to fill out the achievement test tables. We understand that some districts give different standardized tests in different years.

3.7a Did your state or district administer the **same standardized test** in 2001-2002 and 2002-2003?

O Yes

O No (If "No," please skip to 3.9: Teacher Surveys)

3.7b Did the **same students** take that test in 2001-2002 and in 2002-2003? For example, if Jane Doe took the SAT-9 in 2001-2002, she also took the SAT-9 in 2002-2003.

O Yes

O No (If "No," please skip to 3.9: Teacher Surveys)

3.7c In the table below, please record information only for academic achievement test(s) that were administered to the same students in both time periods 2001-2002 and 2002-2003. For each of the tests, include the name of the achievement test, the grade in which it is administered, the month(s) in which it is administered, and the frequency with which it is administered.

	A Math	B Reading
Achievement test name (e.g., SAT-9)		
Grade administered to (e.g., 3)		
When administered (e.g., April)		
Frequency (e.g., every year)		

3.8 Achievement test results

When reporting achievement test results for regular attendees, include only students for whom you have results for both time periods 2001-2002 and 2002-2003. For example, if you have last year's and this year's standardized test results for 125 of 200 students, then report test results for the 125 students only.

In what form are your test results?

- O "Below," "at," or "above" grade level (Please go to 3.8a)
- O Percentile form (Please go to 3.8b)
- O Both percentile form and "below," "at," or "above" grade level (Please go to 3.8b)

3.8a Achievement test results

3.8a1. In the tables 3.8a2 and 3.8a3 below, record the number of **regular attendees** who scored within the given grade levels.

(i) Are there some regular attendees who did not take the test in 2001-2002 AND/OR 2002-2003 and thus do not have scores for comparison? (If "yes," please do not include those attendees in the table below.)	O Yes O No
(ii) Are there any regular attendees who do not have EITHER a math OR an English score, but not BOTH?	O Yes O No
(If "ves," report the results for the score they do have.)	

3.8a2

	COLUMN A	COLUMN B
In math, what is the number of regular attendees who scored	Number of regular attendees in the 2001-2002 school year	Number of regular attendees in the 2002-2003 school year
Below Grade Level		·
(did NOT meet the school district's or state's		
minimum math standard, i.e., was at "basic" level)		
At Grade Level (DID meet the school district's or state's minimum		
math standard, i.e., was at "proficient" level)		
Above Grade Level		
(met the school district's or state's highest math		
standard, i.e., was at "advanced" level)		
Total (Math)	These two boxes (a)	must be equal. (b)

In reading, what is the number of regular attendees who scored	Number of regular attendees in the 2001-2002 school	Number of regular attendees in the 2002-2003 school
	year	year
Below Grade Level		
(did NOT meet the school district's or state's		
minimum reading standard, i.e., was at "basic" level)		
At Grade Level		
(DID met the school district's or state's minimum		
reading standard, i.e., was at "proficient" level)		
Above Grade Level		
(met the school district's or state's highest reading		
standard, i.e., was at "advanced" level)		
Total (Danding)	These two boxes	must be equal.
Total (Reading)	(c)	(d)

As a check:

- (a) should always equal (b) and (c) should always equal (d) unless you answered "Yes" to (ii).
- (a), (b), (c), and (d) should be equal to the total number of regular attendees unless you answered "Yes" to (i).

3.8b Achievement test results

3.8b1. In the tables 3.8b2 and 3.8b3 below, record the number of **regular attendees** who scored within the given percentile ranges.

(i) Are there some regular attendees who did not take the test in 2001-2002	O Yes
AND/OR 2002-2003 and thus do not have scores for comparison?	O No
(If "yes," please do not include those attendees in the table below.)	

(ii) Are there any regular attendees who do not have EITHER a math OR an
English score, but not BOTH?
O No
(If "yes," please report the results for the score they do have.)

3.8b2

In math, what is the number of regular attendees who scored in the	Number of regular attendees in the 2001-2002 school year	Number of regular attendees in the 2002-2003 school year
0 – 25 th percentile		
26 th – 50 th percentile		
51 st – 75 th percentile		
76 th – 99 th percentile		
Total (Math)	These two boxes (a)	must be equal. (b)

3.8b3

In reading, what is the number of regular attendees who scored in the	Number of regular attendees in the 2001-2002 school year	Number of regular attendees in the 2002-2003 school year
0 – 25 th percentile		
26 th – 50 th percentile		
51 st – 75 th percentile		
76 th – 99 th percentile		
Total (Reading)	These two boxes (c)	must be equal. (d)

As a check:

- should always equal (b) and (c) should always equal (d) unless you answered "Yes" to (ii).
- (a), (b), (c), and (d) should be equal to the total number of regular attendees unless you answered "Yes" to (i).

3.9 Teacher survey results

In the table below, record the results from the teacher survey. This survey is administered at the end of the year. The survey asks school-day teachers to report whether regular attendees' behavior improved or did not improve in certain areas. *Teacher selection:* For every student you have identified as a **regular attendee** (30 days or more), select one of his or her regular school day teachers to complete the teacher survey. For elementary school students, the teacher should be the regular classroom teacher. For middle and high school students, a Mathematics or English teacher should be surveyed. Although you may include in your sample teachers who are also serving as 21st CCLC program staff, it is preferable to survey teachers who are not also program staff. There should be one teacher survey filled out for every student identified as a regular attendee.

3.9a Total number of surveys given out:	
3.9b Total number of surveys completed: _	

3.9c

Behaviors on which teachers reported	Number of regular attendees	
	Yes	No
Improved in turning in his/her homework on time		
Improved in completing homework to your satisfaction		
Improved in participating in class		
Improved in volunteering (e.g., for extra credit or more responsibilities)		
Improved in attending class regularly		
Improved in being attentive in class		
Improved in behaving well in class		
Had classroom academic performance that was satisfactory or better		
Improved in coming to school ready/prepared to learn		
Improved in getting along well with other students		

Appendix A: 21st CCLC Program Indicators

- **1.1 Achievement Outcomes.** Students regularly participating in the program show continuous improvement in achievement through measures such as test scores, grades, and/or teacher reports.
- **1.2 Behavior Outcomes.** Students participating in the program show improvements on measures such as school attendance and decreased disciplinary actions or other adverse behaviors.
- **2.1 Core educational services.** More than 85 percent of Centers will offer high quality services in at least one core academic area, e.g., reading and literacy, mathematics, and science.
- **Enrichment and support activities**. More than 85 percent of Centers will offer enrichment and support activities such as nutrition and health, art, music, technology, and recreation.
- **2.3 Community involvement.** Centers will establish and maintain partnerships within the community to increase levels of community collaboration.
- **2.4 Services to parents and other adult community members.** More than 85 percent of Centers will offer services to parents, senior citizens, and other adult community members.
- **Extended hours**. More than 75 percent of Centers will offer services at least 15 hours a week on average and provide services when school is not in session, during the summer, and holidays.
- **3.1 High-need communities.** More than 80 percent of Centers are located in high-poverty communities.

Appendix A A-1

Appendix B: Surveys

Teacher surveys

Determining which teachers to survey: For every participant you have identified as a **regular attendee** (30 days or more), select one regular school-day teacher to complete the teacher survey at the end of the year or program activity. For elementary school students, the teacher should be the regular classroom teacher. For middle and high school students, the teacher should be a math or English teacher. Although you may include in your sample teachers who are also serving as 21st CCLC program staff, it is preferable to survey teachers who are not also program staff. There should be a teacher survey filled out for every student identified as a regular attendee.

Teacher Survey 21st Century Community Learning Centers

Give this survey to each regular attendee's teacher at the end of the year or program activity.

Name of student:		
Grade/School:		
Subject taught if middle or high school:		
Over the past, has this student	Yes	No
Improved in turning in her/his homework on time.	0	0
I mproved in completing homework to your satisfaction.	0	0
I mproved in participating in class.	0	0
I mproved in volunteering (e.g., for extra credit or more responsibilities).	0	0
I mproved in attending class regularly.	0	0 0
I mproved in being attentive in class.	0	0
I mproved in behaving well in class.	0	0
Had classroom academic performance that was satisfactory or better.	0	0
I mproved in coming to school ready/prepared to learn	0	0
Improved in getting along well with other students.		

Student surveys (optional)

Although reporting the student survey results is not a required element in the Annual Performance Report, you may find them useful as a program improvement tool. Feel free to include the results of these surveys or other surveys that your program administers in the narrative sections of your APR.

When to give student surveys:

Administer Part I to students in **4th grade and above** before or immediately after they join the program to provide a "before" measure. Administer Part I again at the end of the year or program activity to provide an "after" measure. Comparing "before" and "after" measures from Part I provides changes in school engagement coincident with program participation.

Administer Part II to students in **4**th **grade and above** at the end of the year or program activity. Part II provides customer satisfaction information.

Student Survey Part I 21st Century Community Learning Centers

Give Part I to students 4^{th} grade and above before or immediately after they join the program. Give Parts I and II to students at the end of the year or program activity.

Name:		
Grade/School:		
	Yes	No
Do you look forward to going to school?	0	0
Do you study hard for tests?		0
Do you feel safer after school?	0	0
Do your parents talk to you about school or homework?	0	0

Student Survey Part II 21st Century Community Learning Centers

Give Part II to students 4th grade and above at the end of the year or program activity.

Name:			
Name of activity:			
I attend this activity about days each week.			
Thanks for participating in! We'd like to it. Please fill out all parts of this survey so we know if you know what you thought about the quality of	enjoyed		
Enjoyable?	Yes	No	
I like it.	0	0	
I look forward to attending the program.	0	0	
High quality?	Yes	No	
I feel comfortable talking to the 21 st CCLC staff.	0		
I think there is someone available in the program to help when I need it.	0	0	
I think that I'm doing better in school since I started	0	0	

coming here.